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ABSTRACT

This instructor's manual complements the Job Seeker's Workbook, which is a practical, step-by-step course on job seeking and related skills. The manual contains a suggested lesson plan for a 30-hour course. The lesson plan is structured around goals and measurable outcomes for each section of the six-unit course. The goals and outcomes are correlated with methods and materials used and staff and equipment involved. Units are: Getting to Know One Another, Knowing Myself and Choosing Job Goals, Doing the Paperwork, Getting Ready to Find a Job, Getting a Job and Keeping It, and Where Do I Go From Here--What Next? Appendixes provide master copies for class handouts, visual aids, and a participant's evaluation report that can be reproduced for use in documenting participant achievements. An instructor's resource list provides suggestions for further readings related to the area of job seeking/keeping skills. (YLB)

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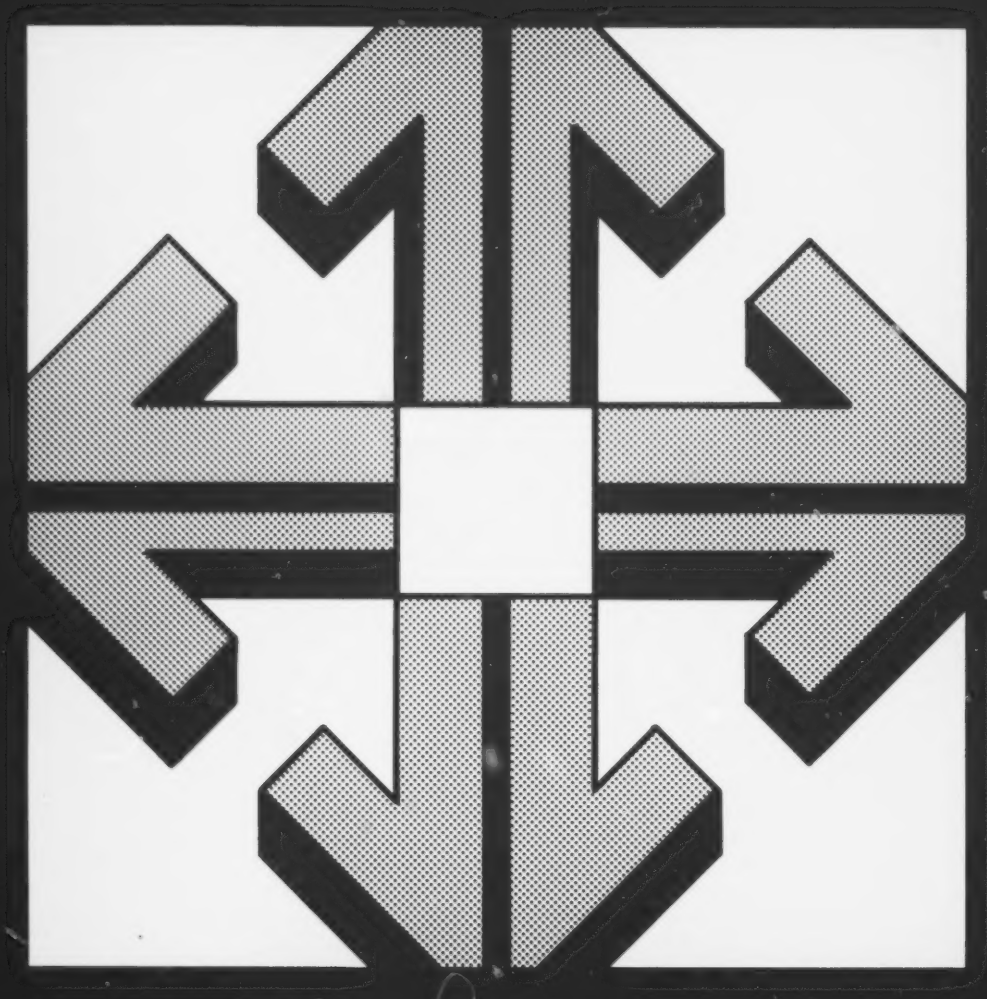

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Job Seeking Skills Course

Instructor's Manual

to be used with
The Job Seeker's Workbook

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Table of Contents

	Page
A Note to the Instructors of a Job Seeking Skills Course	1
Some Comments About the Format of the Instructor's Manual	2
Job Seeking Skills Course Outline	3
Instructor's Guide to Understanding the Job Seeker's Behavior	4
Suggested Lesson Plan for Teaching the Job Seeking Skills Course	5

Appendices

- Appendix A: Course Handouts
- Appendix B: Visual Aides for Flip Charts and/or Overhead Projectors
- Appendix C: Participant's Evaluation Report
- Appendix D: Instructor's Reading Resource List

A Note to the Instructor

The Job Seeker's Workbook was developed to compliment a practical, step-by-step course on job seeking and job seeking skills. The following course outline and suggested lesson plan should prove helpful in defining and teaching your own Job Seeking Skills course. As the instructor, you are encouraged to be innovative with these materials and to supplement the written and discussion materials with audio-visual materials, role played exercises, speakers, tours, and whatever else your creativity sparks you to do.

Using videotape equipment in conjunction with roleplayed exercises and mock interviews is an effective teaching tool. One-on-one consultation, instruction, and feedback with the participants seems to enhance the student-teacher relationship. Of course, positive group interaction and discussion will build class rapport as well as individual interest and degree of participation.

Many individuals are reluctant to begin a Job Seeking Skills course. They feel they are already well prepared or they are opposed to beginning an actual job search for some reason. The reason might be anxiety about failure or low self-esteem. Then again, some individuals do not feel medically ready or do not want to go to work. The challenge for the instructor is to come to understand each of the participants well enough to understand their particular situation, what gives them confidence, and what motivates them. The individual degree of success will be up to each of the participants if you do a fair job of presenting the materials.

Because most participants feel apprehensive about beginning such a course, it is usually wise to begin slowly with as much individual recognition and positive feedback as possible. As group trust builds, it becomes easier to provide more critical constructive feedback as possible. As group trust builds, it becomes easier to provide more critical constructive feedback as well as to challenge the participants to new heights of achievement.

This specific course is built around goals and measurable participant outcomes. Each of the six units contains sections whose level of achievement will be documented through completion of the participant handbook exercises and work sheets. The final evaluative report is again structured around these same participant achievement outcomes. Hence, measuring individual course achievement levels should be a relatively simple process.

Finally, the Job Seeker's Workbook is meant to be a flexible and adaptable tool. It will be utilized in a variety of settings with a wide range of participants. It is our goal to gain further insights into the best teaching methods and techniques in order to share these with others. For this reason we encourage you to direct your feedback, thoughts, ideas and comments to us so that the workbook and course may continue to develop and improve.

-Lee Ann Boerner

Some Comments About the Format of the Instructor's Manual

The Instructor's Manual compliments the Job Seeker's Workbook. It contains a Suggested Lesson Plan for a 30-hour Job Seeking Skills Course. The Lesson Plan is structured around goals and measurable outcomes for each section of the 6-unit course. It also suggests teaching methods utilizing the Job Seeker's Workbook proven successful in teaching job seeking skills by the Projects With Industry at the University of Wisconsin-Stout. In addition, the Instructor's Manual contains appendices providing master copies for class handouts, visual aides, and a Participant's Evaluation Report that can be reproduced for use in documenting participant achievements.

Finally, an Instructor's Resource List has been included to provide suggestions for further readings related to the area of job seeking/keeping skills.

Remember, these materials will provide a good foundation for the teaching of a Job Seeking Skills Course. The instructor's creativity will make the course unique and appropriate to his or her needs.

Job Seeking Skills Course

A Typical One Week Class Schedule

Monday:

A.M.
- Course Orientation
- Introductory Exercise with Videotaping
- Interest and Values Clarification
- Personal Skills Identification

P.M.
- Job Goal Planning
- Review and Discussion of Application Forms
- Completion of Application "Help Sheet"
- Discussion of Legal and Illegal Questions Asked by Employers

Tuesday:

A.M.
- Motivational Film
- Discussion of Job Resources and Job Search Plan
- Job Search Plan Development

P.M.
- Resume Development
- Lecture and Discussion of Resume Development
- Letters of Recommendation and References

Wednesday:

A.M.
- Discussion of In-Person and Telephone Application Procedures
- Discussion of Common Interview Questions

P.M.
- Cover Letter/Letter of Application Development
- Scheduled Talks with Placement Staff
- Videotaping of First Mock Interview
- Continue Job Search Plan Development

Thursday:

A.M.
- First Videotape Review and Feedback Session
- Continued Job Search Plan Development
- Informational Interviewing Discussion

P.M.
- Continue Job Search Plan Development
- One-to-One Meetings with Clients and JSS Course Staff
- Videotaping of Second Mock Interview

Friday:

A.M.
- Second Videotape Review and Feedback Session
- Discussion of Problem-Solving and Decision-Making Methods
- Discussion of Employer Expectations and Job Keeping Skills
- Discussion of Appropriate Dress and Grooming
- Distribution of Completed Resumes and Job Search Plans
- Completion and Collection of Client Feedback Forms on JSS Course
- Final Wrap Up of Class
- Staffings Involving Individual Client, Family Members, JSS Course Staff and Appropriate Counselor(s) for Each Participant

Instructor's Guide to Understanding the Job Seeker's Behavior

Apparent Behavior or Problem	Possible Reason(s)
1) Appears to lack motivation to look for work	Doesn't want or need to work Doesn't know how to look for work Has low self-esteem, feels inadequate Has transportation problems Doesn't know what job(s) to look for Fears making personal contact with employers Is discouraged - fears failure and rejection Doesn't know how to explain past or present problem(s) Lacks initiative - needs support system Fears change from the routine
2) Unable to find appropriate job openings	Doesn't know where or how to look for work Doesn't have a realistic idea of appropriate job goals Considers only very limited options
3) Unable to get interview	Has problems with job applications, cover letter, and/or resume Not qualified for positions applying for Not making enough applications Making negative impression when applying
4) Interviews but is always rejected	Interviewing for jobs not qualified for Makes negative or inappropriate comments during interview Unable to express skills and qualifications positively during interview Unable to positively explain problem area during interview Not the best applicant
5) Unable to keep a job	Accepts the wrong type of job for him/herself Doesn't want or need to work Has problems getting along with others Does not understand employer expectations Has transportation problem Has poor work habits - is too slow, too careless Has poor appearance, grooming and/or hygiene Has personal problems

Suggested Lesson Plan for Teaching the Job Seeking Skills Course

Course Goal: To teach individual participants how to be more independent and successful in securing employment which meets their own values, interests, skills, and abilities.

Overall Participant Goal: The participant will have the awareness, skills, and tools necessary to enable him/her to independently seek, secure, and maintain employment that meets his/her own values, interests, skills, and abilities.

SUGGESTED LESSON PLAN

UNIT I: GETTING TO KNOW ONE ANOTHER

(Reference Workbook pp. 1-8)* Estimated time to complete unit: 2 to 3 hours.

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Why a Job Seeking Skills Course **Goal:** To introduce the purpose, the format, and goals of the class to the participants. **Participant Outcome:** During the 1st class hour, the participants will state at least two reasons why he/she wants to participate in the program.	**Methods (p. 3)*** * Orientation to classroom/facility and schedule. * Discuss course and goals with the class. * Participants complete and turn in Information Release Form - Handout #1.	
Section B - What Can I Expect to Happen? **Goal:** To define instructor expectations of the class for the participants and solicit their expectations. **Participant Outcome:** During the 1st class hour, the participants will cite at least one expectation he/she has of the course.	**Methods (pp. 4-5)*** * Class discussion on mutual expectations during ERT course. * Participants complete and turn in handout #2 - Pre-Job Seeking Skills Course Questionnaire	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section C - Getting to Know One Another Exercise **Goal:** To initiate and develop group trust, interaction, and discussion. **Participant Outcome:** During the 2nd and 3rd class hours, the participant will begin to verbally and cooperatively participate in the group by volunteering appropriate information and/or opinions as well as by allowing others to talk without interrupting.	**Methods (pp. 6-7)*** * Getting to Know One Another Exercise - videotaped and replayed if possible. * Offer positive reinforcement and encouragement.	

*Refer to Job Seeker's Workbook

SUGGESTED LESSON PLAN

Unit II: KNOWING MYSELF AND CHOOSING JOB GOALS

(Reference Workbook pp. 9-34)* Estimated time to complete unit: 2 to 3 hours.

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - What is Important to Me? **Goal:** To develop participants' self-awareness of personal work values and preferences. **Participant Outcome:** During the 4th class hour, the participant will define at least 3 of his/her personal work values and preferences by completing worksheets and through group discussion.	**Methods (pp. 11-12)*** * Discuss meaning and importance of knowing own work values and preferences. * Complete work sheets on personal values. * List top 3 values for each student on board to reinforce and discuss.	
Section B - My Skills and Abilities **Goal:** To assist participants in identifying and recognizing their own vocational limitations and assets as well as specific skills and abilities. **Participant Outcome:** During the 4th class hour, the participant will identify his/her specific vocational limitations and assets as well as compile a list of at least 10 relevant skills and abilities.	**Methods (pp. 13-25)*** * Complete worksheets on worker strengths, worker weaknesses, skills, and vocational interests and vocational goals. * Work with participants on identification of skills and abilities.	

*Refer to Job Seeker's Workbook

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Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section C - Short Range Job Goals- Which Jobs are for Me Right Now? **Goal:** To assist participants in the establishment of appropriate and realistic short-term job goals. **Participant Outcome:** During the 5th class hour, the participant will select at least three appropriate and realistic short-term job goals for him/herself.	**Methods (p. 26)*** * Define and discuss short-term and long-term vocational goals. * Review interest and goal work sheets. * Have each participant share out loud any past work experience likes and dislikes and three immediate job goals. * Work one-on-one with participants to select/define three realistic short-term job goals. * Assist student in defining duties of each job he/she has defined as a goal. * Complete Handout #3 and provide one copy to participant and one copy to instructor. Makes participant think about the concrete issues of planning for a job search	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section D - Long-Range Goal Setting **Goal:** To assist participants in the establishment of appropriate and realistic long-term job goals. **Participant Outcomes:** During the 6th class hour, the participant will select one or two realistic long-range goals for him/herself.	**Methods (pp. 27-34)*** * Review definition of long-range goal. * Complete long-term goal setting exercise. * Work one-on-one with participants to select/define one or more long-range goals. * Have each participant share out loud his/her long-term goal(s) and explain how he/she plans to reach the goal(s). * Review "Some Common Wages Paid," "Some Average Salary Ranges for 1986-87," "Is the Job Right for You," "Jobs with the Most Openings, 1978-1990" and "Terms to Understand About Your Income." * Answer questions on these forms, supplement with local information, and relate to long-range goals.	

*Refer to Job Seeker's Workbook

SUGGESTED LESSON PLAN

Unit III: DOING THE PAPERWORK

(Reference Workbook pp. 35-86)* Estimated time to complete unit: 6 to 8 hours.

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Filling out Job Application Forms **Goal:** To provide participants with practice in skills necessary for making written application for employment in a positive manner. **Participant Outcome:** During the 7th and 8th class hours the participant will demonstrate the ability to independently complete a written job application in a positive and appropriate manner. **or** If the participant does not have the reading and/or writing skills necessary to achieve this objective, he/she will be able to state at least two acceptable alternative methods of filing a written application with an employer.	**Methods (pp. 37-56)*** * Hand out first sample application with no preparation and allow 15-30 minutes for completion. * Discuss specifics of application forms. Review appropriate answers to salary questions, reasons for leaving, do's and don'ts. * Discuss legal/illegal questions. * If participant has no writing skills, discuss acceptable alternatives (2) for making application forms. * Share samples of local employers' application forms. * Assist students with completion of "Help Sheet"-correct spelling, proper answers - Handout #4. * Homework assignment: Do a written job application form in an acceptable manner and return to instructor for checking.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - Resumes **Goal:** To assist participants in developing factual significant experience, skills, and abilities into an appropriate resume format. **Participant Outcome:** During the 9th, 10th, 11th, and 12th class hours, the participant will with assistance of the instructor, develop an accurate and appropriate resume which indicates his/her relevant experiences, skills, and abilities.	**Methods (pp. 57-85)*** * Describe and discuss the purpose of a resume. * Show examples of formats. * Work one-on-one with participants. * Refer back to individual job goals, skills, abilities, past experience. * Select resume format. * Do work sheets on resume development (Handout #5 or #6). * Have resumes typed. * Proof and share with participants. * Have copies of resume made for participants.	

SUGGESTED LESSON PLAN

Unit IV: GETTING READY TO FIND A JOB

(Reference Workbook pp. 87-148)* Estimated time to complete unit: 9 to 11 hours.

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Planning and Keeping Track of my Job Search **Goal:** To assist participants in developing and recording individual job search plans and keeping track of progress. **Participant Outcome:** During the 13th, 14th, 15th, and 16th class hours, the participant will compile a list of at least 15 prospective employers who are appropriate to his/her stated job goals and, with the assistance of the instructor, develop this list into a written job search plan.	**Methods (pp. 89-93)*** * Review individual short-term job goals. * Define and discuss "job search." * Define and discuss a job search plan. * Stress the importance of keeping records. * Discuss where and how to look for job leads appropriate to individual job goals. * Develop individual lists of contacts - Handout #8. * Provide one-on-one assistance with formation of job search plan.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B -How to Apply for a Job **Goal:** To familiarize participants with various techniques to be used in applying for a job including telephone, correspondence and personal contacts. **Participant Outcome:** During the 17th class hour, the participant will correctly describe and role play two employment application procedures; specifically, using a telephone and doing an in-person contact.	**Methods (pp. 94-110)*** * Discuss definition of applying for jobs. * Discuss various methods - telephone, in-person, and by mail. * Role play telephone contact, in-person contact. * Discuss body language (non-verbal cues). * Discuss and review applying by mail utilizing cover letter. * Discuss "letters of recommendation."	
Section C - How to Interview **Goal:** To prepare participants for interview questions and situations as well as strengthen their understanding of effective interview techniques. **Participant Outcome:** During the 18th, 19th, and 20th class hours, the participant will be able to achieve an acceptable rating on at least 90% of the items on the Mock Interview Performance Rating Scale.	**Methods (pp. 111-129)*** * Read and discuss work sheets on Preparing for Interview, Reasons Employers Do Not Hire, Do's and Don'ts in the Interview, Describing Disabilities, Common Questions Asked During Interviews. * Role play and discuss entrance to interview, handshake, non-verbal cues, exit. * Videotaped mock interviews (two or three) utilizing rating scales (participants also rate one another - Handout #7) with individual feedback following interview sessions. * Have participants dress for mock interviews as for actual interview.	

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section D - Dress and Grooming- The Finishing Touches **Goal:** To familiarize the participants with the importance of appropriate dress and grooming for job seeking and employment situations. **Participant Outcome:** During the 21st class hour, the participant will be able to accurately describe the appropriate dress and grooming for interviewing and on-the-job situations for each of his/her own three chosen job goals. He/she will also demonstrate by his/her own appearance in class, the regular practice of good grooming habits.	**Methods (pp. 130-139)***** * Discuss the importance of appropriate dress and grooming. * Show pictures (drawings of appropriate dress). * Show fabric samples stressing importance of seasonal dress, appropriate fabrics, prints, colors, etc. * Discuss hair and make-up. * Assignment: Bring in pictures from magazines or catalogs - or actual clothing - appropriate for each of participant's three chosen job goals. * Emphasize the importance of appearance in application, interview, and on-the-job situations. * Assignment: Each participant completes interview Outfit Checklist for each type of position for which he or she will apply.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section E - Another Approach...The Informational Interview **Goal:** To prepare participants for informational interviews **Participant Outcome:** During the 22nd class hour, the participant will be able to accurately describe the purpose of informational interviews and what questions to ask in an informational interview	**Methods (pp. 140-144)*** * Read and discuss "Informational Interview Help Sheet" * Videotape mock interviews. Relate the results to earlier videotaped interviews. * Discuss how hiring interview skills are also applicable to informational interviews. * Use "Advice from an Employer About Interviewing" as a summary.	
Section F - Dealing with Rejection **Goal:** To provide participants with the tools needed to deal with the disappointment caused by rejection. **Participant Outcome:** During the 23rd class hour, the participant will list several reasons for rejection and how to cope with rejection using the four stage model.	**Methods (pp. 145-147)*** * Present commonly used awards for continuing the job search. * Discuss the stages of job loss with regard to searching for work. * Discuss adjustment reactions. * Discuss the need for outside help and when to ask for help.	

*Refer to Job Seeker's Workbook

SUGGESTED LESSON PLAN

Unit V: GETTING A JOB AND KEEPING IT

(Reference Workbook pp. 149-168)* Estimated time to complete unit: 5 to 6 hours.

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Problem Solving **Goal:** To provide participants with an overview of issues which must be considered before responsibly accepting a job including transportation, living arrangements, and money issues. **Participant Outcome:** During the 24th class hour, the participant will explore, address, and identify possible solutions for each potential problem area. Also, develop a list of specific resources to aid him/her in problem solving related to securing employment and making a successful transition from school to work or unemployment to work.	**Methods (pp. 151-154)*** * Discuss the implications of being employed and possibly moving to a new or more independent living situation. * Identify potential problem areas and solutions by doing problem solving work sheet. * Discuss "help" resources available. * Work through and complete "Help List" with participants. * Discuss budgeting and "gross" and "net" income if necessary.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - Making Responsible Employment Decisions **Goal:** To emphasize the individual responsibilities involved in the decision making process as well as the importance of leaving the employer with a positive impression. **Participant Outcome:** During the 25th class hour, the participant will identify at least three elements involved in making a responsible decision including his/her role, knowing the facts about the situation and responding in a timely, appropriate and positive manner.	**Methods (pp. 155-158)*** * Discuss rejection and rewarding self for hard work and efforts. * Define and discuss the decision making process. * Identify three important elements involved in making responsible decisions. * Role play various decisions which one might confront including: - accepting a job offer - turning down job offer - going to a party instead of work - working overtime - taking on more work and/or responsibilities on the job.	
Section C - Company Rules and Fitting In **Goal:** To assist participants in recognizing appropriate working behaviors and identifying the consequences of inappropriate ones. **Participant Outcome:** During the 26th class hour, the participant will be able to list at least three appropriate and three inappropriate behaviors on the job as well as cite some possible consequences of each.	**Methods (pp. 159-162)*** * Discuss importance of appropriate work behaviors and "fitting in" on the job. * Define with examples of appropriate and inappropriate behaviors. * Identify possible consequences of both types of behavior. * Discuss "company rules" and "company customs."	

*Refer to Job Seeker's Workbook

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Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section D - Doing the Job Right- An Employer's Expectations **Goal:** To emphasize to the participant the expectations of the employer in the areas of quality work, productivity, reliability, and honesty. **Participant Outcome:** During the 27th class hour, the participant will be able to identify and discuss the expectations of the employer in the areas of quality, productivity, reliability, and honesty.	**Methods (pp. 163-164)*** * Discuss employer expectations: - Quality - accurate, positive impression, good product - Productivity - speed, effort, motivation - Reliability - timely, punctual, dependable - Honesty - truth, not stealing time or products	
Section E - Working with Others land Getting Along **Goal:** To promote the participants' recognition of the importance of effective problem solving and getting along with others on the job. **Participant Outcome:** During the 28th class hour, the participant will satisfactorily participate in role play and class discussion regarding getting along with others on the job as well as effective problem solving citing alternative options to conflict situations.	**Methods (pp. 165-167)*** * Discuss the importance of getting along with co-workers, supervisors, customers-"fitting in." * Discuss possible problems that might arise between self and co-workers, supervisor and/or customers. * Define alternative options to resolve conflict situations.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section F - Career Paths **Goal:** To have participants realize the importance of various career paths and to plan career paths. **Participant Outcome:** During the 29th class hour, the participant will be able to discuss the concept of career paths and be able to relate this concept to his/her own plans.	**Methods (p. 168)** * Explain the concept of job paths and career decision points. * Emphasize that these are long-term goals and that they depend on the organizational structure and opportunities within that organization. * Discuss some possible career paths for specific jobs wanted by participants.	

*Refer to Job Seeker's Workbook (o)

SUGGESTED LESSON PLAN

Unit VI: WHERE DO I GO FROM HERE - WHAT NEXT?

(Reference Workbook pp. 169-174)* Estimated time to complete unit: 2 to 3 hours.

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section A - Review - On the Road to Success **Goal:** To review the course so that all participants demonstrate practical knowledge of how to find and keep a job. **Participant Outcome:** During the 30th and 31st class hours, the participants will identify the 8 steps to success and the 10 steps to look for a job.	**Methods (pp. 171-174)*** * Review each of the 8 steps to success and relate each to the course content. Relate each to client's workbook and handouts. * Answer specific questions on the 8 steps. * Review the 10 steps in looking for a job and relate each to the course content. Relate each to client's workbook and handouts. * Answer specific steps on these 10 steps.	

*Refer to Job Seeker's Workbook

Course Goals and Targeted Participant Outcomes	Methods and Materials Utilized	Staff and Equipment Involved
Section B - Certificate of Achievement **Goal:** To reward participants for their efforts and achievements as well as to encourage and motivate participants to begin to implement their newly acquired job search skills in an independent job search. Also, to solicit feedback from participants for future class improvements. **Participant Outcomes:** During the 32nd class hour, all participants who satisfactorily participated in the Job Seeking Skills Course by achieving all of the required Participant Outcome Objectives will receive a "Certificate of Completion" from the instructor of the course. In addition, each participant will complete course feedback from (anonymously if they so choose).	**Methods** * Overview of participants future plans and any program assistance available. * Completion of anonymous class feedback forms - Handout #9. * Awarding of certificates to participants completing course successfully - Handout #10.	

APPENDIX A

Job Seeking Skills Course Handouts

(Copies to be made for each participant)

JOB SEEKING SKILLS COURSE HANDOUT SCHEDULE

Unit	Section	Handout	Copies Per Participant	Should Instructor Collect?
		Time card	1	Yes, at the end of course
I	A	#1 - JSS Course Information Release Form	1	Yes
	B	#2 - JSS Course Questionnaire	1	Yes
II	C	#3 - Employment Planning Sheet	1	1 copy each for instructor & participant
III	A	#4 - Employment Application Help Sheet	1	No - Check for errors
	B	#5 - Resume Work Sheet - Functional Style	1	Yes - For typing of resume
	B	#6 - Resume Work Sheet Chronological Style	1	
VI	B	#7 - Mock Interview Rating Scale	Enough to rate each classmate for each interview	Distribute completed rating forms to appropriate classmates
	D	#8 - Job Search Plan	As many as needed	One copy of each page for instructor & participant
V		None		
VI	C	#9 - Course Feedback Form	1	Yes
	C	#10 - Certificate of Completion	1	No

TIME CARD

JOB SEEKING SKILLS CLASS

Name: _____

Fill in the date, time in, and time out for each day you attend the Job Seeking Skills Class. Turn this time card in on the last day of class.

_____
Participant's Signature

_____
Instructor's Signature

JOB SEEKING SKILLS COURSE

INFORMATION RELEASE FORM

I, _____, give my permission to release, to prospective employers or others who might help me in my employment search, information obtained as a result of my enrollment in the Job Seeking Skills Course. This information is to be used to assist in finding employment. This release will be effective for one year from the date signed.

Participant's Signature _____ **Date** _____

Instructor's Signature _____ **Date** _____

Name: _____

JOB SEEKING SKILLS CLASS QUESTIONNAIRE

Please briefly answer each of the following questions:

1. Have you ever worked before - either for pay or a volunteer job? Where?

2. What kind of jobs will you be looking for?

3. What questions do you have about job hunting?

4. What help with job hunting skills do you feel you need?

5. What do you hope to learn from this class?

6. Do you have any special concerns or questions? If yes, what?

EMPLOYMENT PLANNING SHEET

Name: _____ Date available for work: _____

Three types of jobs (job titles), I will be applying for right away (for example, sales or clerical):

1. _____

2. _____

3. _____

I want: (✓)

_____ Permanent Work
_____ Temporary Work
_____ Full-time Work
_____ Part-time Work

What hours (Shift):

Minimum acceptable pay: $_____/hour Would you consider less? _____

Benefits I must have:
Health insurance _____
Paid vacation _____
Sick leave paid _____
Life insurance _____

Do you have a valid driver's license?

_____ yes _____ no

Towns or Cities I would be willing to work in:

1. _____

2. _____

3. _____

Do you have transportation or a place to live in these places?

_____ yes _____ no

If no, what is your plan?

Specific physical requirements I have: (✓)

_____ Lifting restricted to _____ pounds.
_____ Limited sitting or standing
_____ Wheelchair accessible
_____ Low noise level
_____ Clean air -- no dust or fumes
_____ Others:

I want close supervision _____
I want some supervision _____
I want little supervision _____
I want to supervise others _____

I like to:

Work alone _____
Work with others _____
It doesn't matter _____

Handout #4

APPLICATION FOR HELP SHEET

Date: _____

PLEASE PRINT OR TYPE ALL INFORMATION LEGIBLY

LAST NAME	FIRST NAME	MIDDLE

APPLICATION FOR POSITION OF:	DATE AVAILABLE
WHAT HOURS ARE YOU NOT AVAILABLE TO WORK? (AM OR PM)	WHAT DAYS ARE YOU NOT AVAILABLE TO WORK? ☐ Mon. ☐ Tues. ☐ Wed. ☐ Thurs. ☐ Fri. ☐ Sat. ☐ Sun.

Please indicate which types of employment interest you (Check more than one if you wish).

☐ Permanent (Full-Time) ☐ Permanent (Part-Time) ☐ Temporary (Full-Time) ☐ Temporary (Part-Time)

PRESENT ADDRESS - Number Street, City, State, Zip	HOME PHONE (Include area code)
MAILING ADDRESS - (If different from above) Number Street, City, State, Zip	BUS. PHONE (Include area code)

1. Do you have access to a car (For some positions, a vehicle is required)? . . . . . ☐ YES ☐ NO
2. Do you have a valid driver's license? . . . . . ☐ YES ☐ NO
3. Are you a U.S. citizen or do you have an entry permit which allows you to work? . . . . . ☐ YES ☐ NO

EDUCATION AND TRAINING

Circle the highest grade or year completed in school	DO YOU HAVE A GED EQUIVALENCY?	NAME AND LOCATION OF HIGH SCHOOL
1 2 3 4 5 6 7 8 9 10 11 12	☐ YES ☐ NO	

TRAINING BEYOND HIGH SCHOOL (College, University, Nursing, Business or other schools you have attended.) Under credits earned, indicate Q for Quarter Hours and S for Semester Hours.

Circle the number of years completed.

1 2 3 4 5 6 7 8

NAME AND LOCATION	Dates Attended From	Dates Attended To	Credits Earned	Major Field	GPA /Base	Degree Granted and year

Describe any education or training you have had which is not covered above, such as vocational school, correspondence courses, service schools, in-service training, or volunteer work which you feel is relevant to the job or jobs for which you are applying. Also include relevant licenses or certificates. Be specific.

FOR SOME POSITIONS IT MAY BE REQUIRED THAT EMPLOYEES POSSESS CERTAIN PHYSICAL CAPABILITIES. CHECK THE APPROPRIATE BOXES BELOW WHICH YOU FEEL REFLECT THE PHYSICAL ACTIVITIES IN WHICH YOU CAN ROUTINELY ENGAGE WITHOUT HARM TO YOURSELF OR FELLOW EMPLOYEES. PLEASE BE ASSURED THAT A NEGATIVE ANSWER WILL NOT DISQUALIFY YOU FROM CONSIDERATION.

1. LIFTING ☐ 25 lbs. or less ☐ 75 lbs. ☐ 50 lbs. ☐ 100 lbs. or more

2. DO YOU HAVE DIFFICULTIES ☐ Bending or Stooping? ☐ Climbing? ☐ Standing for long periods of time? ☐ Working in temperature extremes?

3. LIST ANY PHYSICAL LIMITATIONS WHICH YOU FEEL MAY RELATE TO THE WORK FOR WHICH YOU ARE APPLYING:

_____

_____

4. HAVE YOU BEEN CONVICTED OF ANY VIOLATIONS OTHER THAN MINOR TRAFFIC VIOLATIONS? ☐ YES ☐ NO

FOR WHAT HAVE YOU BEEN CONVICTED, WHEN, AND WHERE? _____

_____

In this space, briefly state why you desire a position with this company and why you think you would make a valuable employee:

_____

_____

_____

_____

WORK EXPERIENCE: Provide a complete description. This information will be used to determine if your application is accepted. Be specific. Start with your most recent job. BE CERTAIN TO INCLUDE SERVICE IN THE ARMED FORCES. For part-time work, show the average number of hours per month. Indicate any changes in job title under same employer as a separate position. You may also attach a separate sheet with additional information.

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one ☐ Monthly Salary ☐ Hourly Salary Beginning $ Ending $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one ☐ Monthly Salary ☐ Hourly Salary Beginning $ Ending $

Employer	Kind of Business	Location (Numbered Street)
Your Title	Reason for Leaving	Location (City, State, Zip)
Your Duties:		Name of Supervisor:
		Total Time Employed: ☐ Full-Time ☐ Part-Time
		From (Month & Year) / To (Month & Year)
		Check one ☐ Monthly Salary ☐ Hourly Salary Beginning $ Ending $

MAY WE COMMUNICATE WITH YOUR PRESENT EMPLOYER? ☐ YES ☐ NO

REFERENCES (INCLUDE 2 FORMER SUPERVISORS OR EMPLOYERS NAMES IF YOU CAN)

NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE

Please list any organization to which you belong or have belonged and any honors or awards you have received that you regard as relevant to the job or jobs for which you are applying: _____

Signature: _____

Resume Work Sheet
Functional/Analytical Format
(to be completed for Typist)

(Name)_____

(Address)_____

_____

(Phone) ( ) _____

JOB OBJECTIVE: A position_____
(optional)

_____

QUALIFICATIONS:

(Skill Area)_____

(-Descriptive Statements
-Past Tense
-Begin with action word)

- _____

_____

- _____

_____

- _____

_____

(Skill Area)_____

- _____

_____

- _____

_____

- _____

_____

(continue on another sheet of paper if necessary)

EXPERIENCE:

(List most recent job first)

_____, _____
(Job Title) (Company Name)

_____, _____
(City) (State)

_____ to _____
(Dates of Employment)

_____, _____
(Job Title) (Company Name)

_____, _____
(City) (State)

_____ to _____
(Dates of Employment)

_____, _____
(Job Title) (Company Name)

_____, _____
(City) (State)

_____ to _____
(Dates of Employment)

(continue on another sheet of paper if necessary)

EDUCATION:

(List high school and any training beyond that--most recent first)

_____, _____
(School Name) (City)

_____, _____
(State) (Course of Study)

Graduated _____
(Date)

_____, _____
(School Name) (City)

_____, _____
(State) (Course of Study)

Graduated _____
(Date)

INTERESTS: Enjoy _____, _____,

_____, _____,

and _____.

REFERENCES: Mr. or Ms. _____
(Name)

_____
(Position Title)

_____
(Company Name)

_____
(Company Address)

_____
(City, State, Zip)

( )
(Telephone Number)

Mr. or Ms. _____
(Name)

_____
(Position Title)

_____
(Company Name)

_____
(Company Address)

_____
(City, State, Zip)

( )
(Telephone Number)

Mr. or Ms. _____
(Name)

_____
(Position Title)

_____
(Company Name)

_____
(Company Address)

_____
(City, State, Zip)

( )
(Telephone Number)

Resume Work Sheet
Chronological Format
(to be completed for Typist)

(Name)_____

(Address)_____

_____

(Phone) ( )_____

JOB OBJECTIVE: A position_____
(optional)

EXPERIENCE:
(List most recent employment first)

_____, _____,
(Job Title) (Company Name)

_____, _____.
(City) (State)

(-3 to 4 descriptive statements
-Past tense
-Begin with action word)

_____

_____

_____

_____

_____

Employed_____.
(Dates)

_____, _____,
(Job Title) (Company Name)

_____, _____.
(City) (State)

_____

_____

_____

_____

_____

Employed_____.
(Dates)

_____, _____,
(Job Title) (Company Name)

_____, _____.
(City) (State)

_____

_____

_____

_____

_____

Employed _____.
(Dates)

_____, _____,
(Job Title) (Company Name)

_____, _____.
(City) (State)

_____

_____

_____

_____

_____

Employed _____.
(Dates)

_____, _____,
(Job Title) (Company Name)

_____, _____.
(City) (State)

_____

_____

_____

_____

_____

Employed _____.
(Dates)

EDUCATION:

(List most recent first. List high school and other training beyond that.)

_____
(School Name)

_____
(City, State)

_____
(Course Completed)

Received Diploma/Certificate _____.
(Date)

_____
(School Name)

_____
(City, State)

_____
(Course Completed)

Graduated, _____.

ACTIVITIES: Enjoy_____, _____, _____,

_____ and _____.

REFERENCES: Mr. or Ms. _____
(Name)

_____
(Position Title)

_____
(Company Name)

_____
(Company Address)

_____
(City, State, Zip)

( )
_____
(Telephone Number)

Mr. or Ms. _____
(Name)

_____
(Position Title)

_____
(Company Name)

_____
(Company Address)

_____
(City, State, Zip)

( )
(Telephone Number)

Mr. or Ms. _____
(Name)

_____
(Position Title)

_____
(Company Name)

_____
(Company Address)

_____
(City, State, Zip)

( )
(Telephone Number)

MOCK INTERVIEW RATING SCALE **Handout #7**

INTERVIEW # _____

Person Being Rated: _____

Position Applied for: _____

Check (✓) one for each item.	VERY GOOD	ACCEPT-ABLE	WORK ON
FIRST IMPRESSIONS			
1. Entrance, introduction and firm handshake . .			
2. Posture, eye contact, and listening skills . .			
3. Speaks clearly and at good volume			
4. Appears self-confident with positive attitude			
5. Dress and grooming are appropriate			
JOB READINESS IMPRESSIONS			
6. Seems interested in the job and company . . .			
7. Knows about the job and company			
8. Answers questions in positive, appropriate and adequate manner			
9. Describes own past work experience and training positively			
10. Points out own significant skills and abilities related to job being applied for			
PERSONAL IMPRESSIONS			
11. Explains any vocational problems, limitations or disabilities positively and credibly			
12. Appears to be honest and dependable			
13. Seems well-mannered, cooperative, and easy to get along with.			
14. Appears to be mature and have realistic goals and future plans			
15. Smiles and appears friendly			
FINAL IMPRESSIONS			
16. Handles salary and benefits questions tactfully			
17. Asks employer well thought out questions about the job and the company			
18. Closes interview courteously and comfortably			
19. Seems qualified for the position			

20. Would you hire this person? _____ Yes _____ No _____ Not Sure

JOB SEEKING SKILLS COURSE
JOB SEARCH PLAN

Name: _____

Employer Name and Address	Phone Number & Contact Person	Job to Apply for	Date Contacted	Comments/Notes
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Phone Number: Contact Person: Title:		Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no

Handout #8

Feedback Rating Form
Job Seeking Skills (JSS) Course

Date:_____

1. Overall, how satisfied are you with the JSS Course? (Circle One)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				**Adequately**					**Very Satisfied**

2. How satisfied are you with your finished resume developed during the JSS course? (Circle One)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				**Adequately**					**Very Satisfied**

3. How satisfied are you with your readiness for employment interviewing following the JSS Course? (Circle One)

1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				**Adequately**					**Very Satisfied**

If you don't feel ready, why?

4. How satisfied are you with the JSS Course instructors/staff? (Circle one)

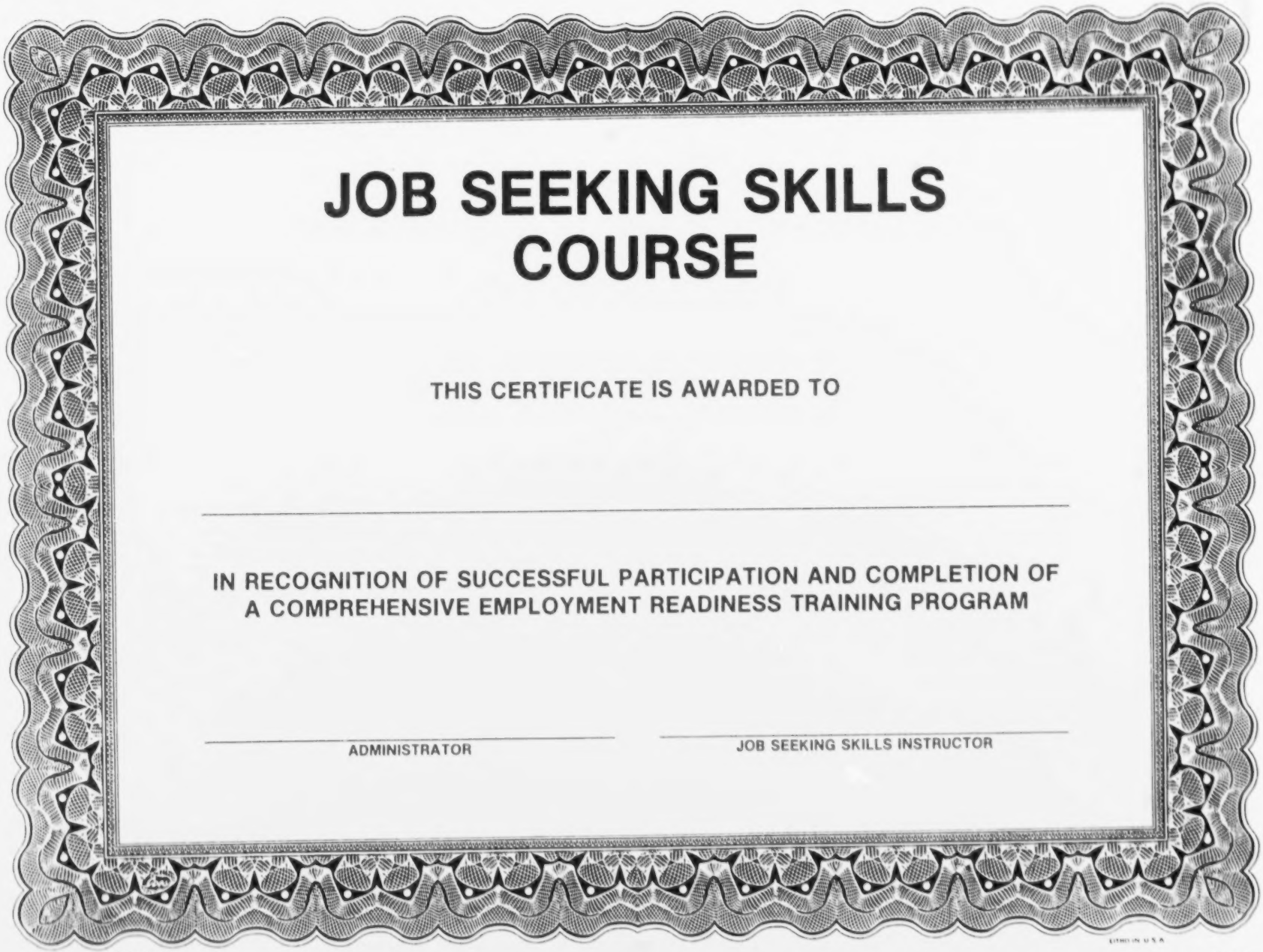
1	2	3	4	5	6	7	8	9	10
Not at all Satisfied				**Adequately**					**Very Satisfied**

5. What did you like best? Why?

6. What did you like least? Why?

7. What could be done to make the course better?

8. Comments/suggestions/jokes, etc.



JOB SEEKING SKILLS COURSE

THIS CERTIFICATE IS AWARDED TO

_____

IN RECOGNITION OF SUCCESSFUL PARTICIPATION AND COMPLETION OF A COMPREHENSIVE EMPLOYMENT READINESS TRAINING PROGRAM

_____ ADMINISTRATOR

_____ JOB SEEKING SKILLS INSTRUCTOR

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EIMO IN U.S.A.

Handout #10

APPENDIX B

Visual Aids

(Can be used for flipcharts or overheads)

THOUGHT FOR THE DAY

SUCCESS IS MORE ATTITUDE THAN APTITUDE

- - - - - - - - -

YOU'LL MAKE ONLY ONE FIRST IMPRESSION---MAKE IT A GOOD ONE!

CLASSMATE INTRODUCTION EXERCISE

PERSONAL HOBBIES

INTERESTS

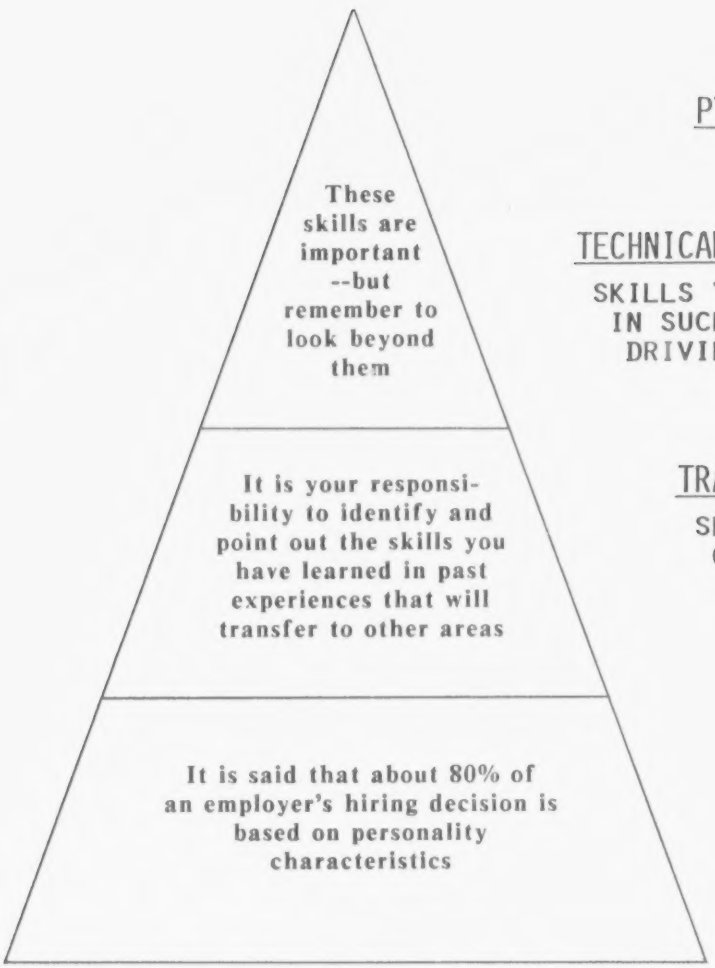
SKILLS

TRAINING

WORK EXPERIENCE

JOB GOALS

SHORT AND LONG TERM GOALS


These skills are important --but remember to look beyond them
It is your responsibility to identify and point out the skills you have learned in past experiences that will transfer to other areas
It is said that about 80% of an employer's hiring decision is based on personality characteristics

PYRAMID OF SKILLS

TECHNICAL SKILLS

SKILLS YOU LEARN OR ARE TRAINED IN SUCH AS TYPING, WELDING, DRIVING, ETC.

TRANSFERABLE SKILLS

SKILLS THAT TRANSFER FROM ONE JOB TO ANOTHER SUCH AS ORGANIZING, PROBLEM SOLVING, FUND RAISING, ETC.

PERSONALITY CHARACTERISTICS

DESIRABLE TRAITS SUCH AS HONEST, DEPENDABLE FRIENDLY, ETC.

EXAMPLE: SECRETARY

TECHNICAL SKILLS: TYPING, SHORTHAND

TRANSFERABLE SKILLS: ORGANIZED, GOOD COMMUNICATION

PERSONALITY CHARACTERISTICS: FRIENDLY, HONEST, NEAT

10 "HOT" TRANSFERABLE SKILLS

1. Budget - Management
2. Supervising
3. Public Relations
4. Ability to Cope With Pressure
5. Negotiating/Arbitrating
6. Speaking
7. Writing
8. Interviewing
9. Teaching/Instructing
10. Organizing/Coordinating/Managing

SOME EXAMPLES OF PERSONALITY CHARACTERISTICS

1. Friendly, Honest, Punctual
2. Dependable, Cooperative
3. Like Responsibility
4. Neat Appearance
5. Willing to Learn
6. Can Work Under Pressure
7. Follow Directions
8. Willing to Relocate
9. Work Without Constant Supervision
10. Willing to Get Further Training

NEVER USE	USE INSTEAD
FIRED INJURY HEALTH PROBLEMS PERSONAL PROBLEMS (May alarm employer that you have a pattern of poor health or recurring injuries.)	WILL EXPLAIN IN INTERVIEW
LAID OFF (May appear that you alone were fired or asked to leave job.)	NOT ENOUGH WORK LARGE COMPANY LAY OFF JOB PHASED OUT
NOT ENOUGH MONEY OR BENEFITS DIDN'T LIKE JOB DIDN'T LIKE COMPANY DIDN'T LIKE BOSS QUIT (May appear that you have a bad attitude or don't get along with others.)	WILL EXPLAIN IN INTERVIEW OR JOB ADVANCEMENT if you went to a job offering more money, better position, more benefits, better company, opportunity for job advancement
	OTHER GOOD REASONS FOR LEAVING JOBS: MOVED OR RELOCATED CARE FOR MY FAMILY SCHOOL OR TRAINING SEASONAL OR TEMPORARY EMPLOYMENT

REFERENCES

THREE KINDS OF REFERENCES:

1. **BUSINESS** = CO-WORKERS OR SUPERVISORS

2. **TRAINING** = INSTRUCTORS, GUIDANCE COUNSELORS, ADMINISTRATORS

3. **CHARACTER** = PERSON WHO HAS KNOWN YOU FOR QUITE A LONG TIME

- LET THE PERSON KNOW YOU ARE USING THEIR NAME.
- PERSON SHOULD BE CREDIBLE--NO RELATIVES OR ROOMMATES.
- GOOD TO HAVE BUSINESS PEOPLE WITH TITLES.
- TELL THEM INFORMATION YOU WANT THEM TO GIVE.

RESUME DEVELOPMENT

RESUME SHOULD CONTAIN:

1. NAME, ADDRESS
2. HOME TELEPHONE NUMBER (WITH AREA CODE)
3. EMPLOYMENT OBJECTIVE (OPTIONAL)
4. WORK HISTORY, EDUCATION
5. MILITARY EXPERIENCE
6. ACTIVITIES AND INTERESTS
7. REFERENCES

TRADITIONAL INTERVIEW

BEFORE:

1. RESEARCH THE COMPANY
2. BE CERTAIN OF TIME, PLACE, AND NAME OF INTERVIEWER

THE INTERVIEW:

1. ARRIVE EARLY
2. GIVE A FIRM HANDSHAKE
3. WAIT FOR INTERVIEWER TO SIT OR OFFER YOU A CHAIR
4. BRING EXTRA RESUMES

VERBALS AND NONVERBALS OF THE INTERVIEW

VERBALS:

1. CONTENT OF ANSWER
2. SKILLS
3. EDUCATION
4. EXPERIENCE/TRAINING

NONVERBALS:

1. HANDSHAKE
2. POSTURE
3. CONFIDENCE
4. EYE CONTACT
5. BODY LANGUAGE
6. VOICE INTONATION

FOUR QUESTIONS THE INTERVIEWER HAS

1. WILL YOU FIT IN?

2. HOW DEPENDABLE/HONEST ARE YOU?

3. CAN YOU DO THE JOB?

4. HOW LONG WILL YOU STAY--HOW MOTIVATED?

INTERVIEWING

FIVE THINGS I WANT AN EMPLOYER TO KNOW ABOUT ME:

1. SKILLS AND ABILITIES
2. TRAINING
3. EXPERIENCE
4. PERSONALITY
5. ACHIEVEMENTS

FIVE THINGS I WANT TO KNOW ABOUT AN EMPLOYER:

1. JOB DUTIES
2. JOB LOCATION
3. WORKING CONDITIONS
4. SALARY/BENEFITS--EMPLOYER SHOULD BRING THIS UP FIRST OR YOU SHOULD WAIT UNTIL JOB IS OFFERED
5. COMPANY RULES/CUSTOMS (I.E., HOURS, DRESS CODE)

JOB RESOURCES

1. Job Service
2. Friends, relatives, neighbors
3. Want ads, employers
4. Union halls, Civil Service
5. Private employment and temporary help agencies
6. Yellow pages of telephone directories
7. College or technical school placement services

PLANNING JOB SEARCH

1. IDENTIFY COMMUNITY IN WHICH YOU WOULD BE WILLING TO WORK.

2. LIST AS MANY EMPLOYERS/COMPANIES AS POSSIBLE (USE NEWSPAPERS AND PHONE DIRECTORIES).

3. ESTABLISH SCHEDULE OF WHEN YOU WILL CONTACT EACH EMPLOYER (EITHER BY AREA OR TYPE OF JOB, I.E., INDUSTRY).

STICK WITH YOUR PLAN!!

FROM THE EMPLOYER'S PERSPECTIVE

MOST COMMON ERRORS ON APPLICATION FORMS:

1. LEAVING BLANK SPACES
2. NOT SIGNING IT
3. WRONG BIRTHDATE (SUBSTITUTING CURRENT YEAR)
4. NOT FOLLOWING DIRECTIONS

FREQUENT CAUSES FOR FIRING:

1. TARDINESS
2. NOT SHOWING UP FOR WORK
3. NOT LISTENING TO OR RESPECTING EMPLOYER/SUPERVISOR
4. NOT GETTING ALONG WITH PEERS
5. NOT BEING ABLE TO DO THE WORK

JOB KEEPING SKILLS

1. Getting to Work on Time

2. Having Good Attendance

3. Neat Personal Appearance and Work Habits

4. Confident in Your Abilities

5. Self Motivated

6. Get Along Well With Co-Workers and Supervisors

7. Accurately Carry Out and Understand Directions

8. Complete a Job Once Started

INFORMATIONAL INTERVIEW

"I CAME TO TALK TO YOU BECAUSE I AM CONSIDERING THIS PROFESSION AS A CAREER."

THINGS TO REMEMBER FOR INFORMATIONAL INTERVIEW

1. INTERVIEW IS APPROXIMATELY 15 MINUTES LONG.
2. ASK 4-5 KEY, OPEN-ENDED QUESTIONS.
3. BE SPONTANEOUS, LET INTERVIEW ROAM FREELY.
4. FOCUS ON THE PERSON, BE SENSITIVE TO CUES.
5. DON'T COME ON TOO STRONG.
6. DON'T BE BUSINESSLIKE, USE INFORMAL LANGUAGE.
7. BE A FRIENDLY PERSON!!

APPENDIX C

Participant Final Evaluation Report

JOB SEEKING SKILLS COURSE
PARTICIPANT FINAL EVALUATION

Name of Participant _____ Evaluation Date: _____

Social Security Number _____ Instructor/Evaluator: _____

Participant's Address: _____ Program Period: _____ to _____

_____ Program: _____

_____

PERTINENT BACKGROUND INFORMATION

Check (✓) the rating that applies	Unsatis-factory	Satis-factory	Out-standing
CLASSROOM BEHAVIOR			
Attended class regularly and on time			
Appropriately participated in class discussions and role played situations			
Demonstrated reasonable effort to satisfactorily complete class assignments			
Responded positively to constructive feedback . .			
Established a positive rapport with classmates and instructor			
Demonstrated appropriate social behaviors in class such as using appropriate language and following established rules			
Showed motivation to become gainfully employed			

Participant attended _____ days of the five day session.

or

_____ hours of the _____ hour course.

Check (✓) the rating that applies	A	B	C	D	F
SELF-AWARENESS/GOAL IDENTIFICATION					
Defined personal work values and preferences by completing work sheets and through group discussion					
Identified specific vocational limitations and assets and compiled a list of 10 or more relevant skills and abilities					
Selected at least 3 appropriate and realistic short-term goals for him/herself					
PAPERWORK SKILLS					
Independently completed a written job application in a positive and appropriate manner					
or (if unable to read/write) Stated at least two acceptable alternative methods of filing a written application with an employer					
Developed an accurate and appropriate resume, with the assistance of instructor, which correctly indicates his/her relevant experiences, skills, and abilities					
Composed at least one cover letter and one thank you letter using class work sheets and the assistance of the instructor					
JOB SEEKING SKILLS					
Was able to accurately describe appropriate dress and grooming for interviewing and on-the-job situations for each of his/her own 3 chosen job goals. Also demonstrated by own appearance, regular practice of good grooming habits					
Achieved an "Acceptable" rating or better on at least 90% of the items on the Mock Interview Performance Rating Scale	(See attached rating sheet)				

RATING KEY: A = Able to accomplish
B = Basically accomplished with some assistance
C = Considerable assistance required to accomplish
D = Did not accomplish, but did try
F = Failed to try

Check (✓) the rating that applies	A	B	C	D	F
JOB SEEKING SKILLS (continued)					
Was able to correctly describe and/or role-play employment application procedures, specifically an in-person contact . . .					
Compiled a list of at least 15 prospective employers appropriate to his/her stated job goals and developed this list into own job search plan with instructor's help . . .					
JOB KEEPING SKILLS					
Identified and addressed possible solutions for prospective problem areas and developed a "Help List" of resource agencies and persons with instructor's help					
Identified at least 3 elements involved in making a responsible decision					
Was able to identify 3 appropriate behaviors on the job as well as 3 inappropriate ones and their possible consequences					
Was able to discuss the expectations of an employer in the areas of quality, productivity, reliability and honesty					
Satisfactorily participated in role-play and class discussion regarding getting along with others on the job as well as effective problem solving and conflict resolution					
JOB READINESS					
In review, the participant indicated his/her individual readiness for each step necessary to an independent job search					
(OPTIONAL) The participant reported and discussed the responses received to at least 5 employment-related questions he/she obtained during an "Informational Interview" which he/she conducted					
Overall, the participant satisfactorily completed the course by achieving all of the outcome objectives required					

MOCK INTERVIEW RATING SCALE

FINAL MOCK INTERVIEW RATING

Person Being Rated: _____

Position Applied for: _____

Check (✓) one for each item.	VERY GOOD	ACCEPT-ABLE	WORK ON
FIRST IMPRESSIONS			
1. Entrance, introduction and firm handshake . .			
2. Posture, eye contact, and listening skills . .			
3. Speaks clearly and at good volume			
4. Appears self-confident with positive attitude			
5. Dress and grooming are appropriate			
JOB READINESS IMPRESSIONS			
6. Seems interested in the job and company . . .			
7. Knows about the job and company			
8. Answers questions in positive, appropriate and adequate manner			
9. Describes own past work experience and training positively			
10. Points out own significant skills and abilities related to job being applied for			
PERSONAL IMPRESSIONS			
11. Explains any vocational problems, limitations or disabilities positively and credibly			
12. Appears to be honest and dependable			
13. Seems well-mannered, cooperative, and easy to get along with.			
14. Appears to be mature and have realistic goals and future plans			
15. Smiles and appears friendly			
FINAL IMPRESSIONS			
16. Handles salary and benefits questions tactfully			
17. Asks employer well thought out questions about the job and the company			
18. Closes interview courteously and comfortably			
19. Seems qualified for the position			

20. Would you hire this person? _____ Yes _____ No _____ Not Sure

SUMMARY:

RECOMMENDATIONS:

_____

Training Coordinator

APPENDIX D

Instructor's Reading Resource List

INSTRUCTOR'S RESOURCES

Barlow, L. E. (1981). The job-seeker's bible. Lakeside, CA: VCA Publications.

Barkus, J. L. (1979). The help book. New York, NY: Charles Scribner's Sons.

Campbell, D. P. (1974). If you don't know where you're going, you'll probably, end up somewhere else. Allen, TX: Argus Communications.

College Placement Council, Inc. College placement annual. Bethlehem, PA: published annually.

Control Data Corporation. Fair break job search program. (1980).

Dickhut, H. W. (1981). The professional resume and job search guide. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Einhorn, L. J., Bradley, P. H., & Baird, J. E. (1982). Effective employment interviewing, unlocking human potential. Glenview, IL: Scott, Foreman and Company.

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